

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2006-2007 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

John H. Boner (Compiled Final Report)

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Satisfactory	Lesson matches original description	Satisfactory	Criminal Background Checks	Non compliance
Recruiting Materials	Satisfactory	Instruction is clear	Satisfactory	Health/safety laws & regulations	In Compliance
Academic Program	Unsatisfactory	Time on task is appropriate	Satisfactory	Financial viability	In Compliance
Progress Reporting	Satisfactory	Instructor is appropriately knowledgeable	Satisfactory		
		Student/instructor ratio: <u>4-1:1</u>	Satisfactory		

ACTION NEEDED: NONE

Provider submitted corrective action plan addressing concerns detailed from initial monitoring visit.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: John H. Boner
REVIEWER: ST, MC

DATE DOCUMENTATION RECEIVED: 2/2/07

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	S	U	COMMENTS
Tutor qualifications	ONE of the following: -Tutor resumes/applications (<u>all tutors</u>) <i>In addition to:</i> ONE of the following: -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>)	-Tutor resumes -Tutor recruitment policy	X		Tutor qualifications match those described in provider's original application. Tutor recruitment policy is appropriate and in line with provider application.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	-Recruitment fliers -Incentive policy	X		Recruitment fliers and Incentive policy are in line with IDOE's Incentive policy and the provider's original application.
Academic Program	ONE of the following: -Lesson plan(s) for one class in all subjects offered <i>In addition to:</i> ONE of the following: -Detailed lesson description -Specific connections to Indiana standards -Description of connections to curriculum of EACH district the provider works with.	-Detailed lesson description -Lesson plans -Connections to Indiana academic standards		X	Observed lesson did not match detailed lesson description submitted. Although the lesson description states students would work on homework and then transition to lessons on multiplication or addition, students were only observed working on homework or a quiz. Please see observation page for more details.
Progress Reporting	TWO of the following: -Sample progress report -Timeline for sending progress reports -Documentation of reports sent	-Progress report -Documentation or reports sent	X		Progress report matches provider application. Progress reports were sent according to timeframe stated in provider application.

On-site Monitoring Rubric
OBSERVATION Components

NAME OF PROVIDER: John H. Boner
1st DATE: 1-25-07, 2nd DATE: 3-5-07, 3rd DATE: 3-13-07
1st SITE: Thomas Gregg IPS#15 2302 E. Michigan Street, 2nd SITE: Thomas Gregg IPS#15, 3rd SITE: Harshman Middle School (IPS)
TUTOR’S INITIALS (ALL TUTORS OBSERVED): 1st site: P.J. & B.S., 2nd site: R.T., 3rd site: R.T. & J.G.
TIME OF OBSERVATION: 1st site: 3:50pm, 2nd site: 4:00pm, 3rd site: 3:00pm
NUMBER OF LESSONS OBSERVED: 1st site: 2, 2nd site: 1, 3rd site: 1

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Providers receiving a “U” in any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	S	U	REVIEWER COMMENTS
Lesson matches original description in provider application	X		<p><u>VISIT #1</u></p> <p>Students of varying grade and ability levels worked at tables and desks completing homework assignments (mostly math and language worksheets). Tutors assisted some students with reviewing their assignments and helped students problem solve when/if their responses were incorrect. Students who completed their homework were directed to complete a quiz that included a spelling test and reading and math problems. Tutors provided direct support/assistance when students requested it.</p> <p>Observed lessons did not completely match lesson description submitted or the description in provider’s original application. Application states tutoring sessions will be at least 2 hours long, however, observed session was 1 hour long. Application states that a multi-sensory approach and interactive activities will be utilized in instruction, however, this was not observed during the tutoring session. In fact, although tutors answered questions, they did not provide instruction to students. In addition, application states a “variety of educational avenues including writing, literature [and] computer technology programming” will be used, however, this was not observed during the tutoring session. The application also states that students will spend an hour a day on the Lexia SOS Computerized Reading Program, however, no students were observed working in this program and there were no computers available in the tutoring room for such work. Lesson provided in application states youth spend 15 minutes on their homework and then transition to “intensive group work” in stations, however, youth were not observed working or transitioning into any stations. In addition, some students were observed to be working on homework for more than 35 minutes rather than the 15 minutes listed in the application or the 30 minutes described in the detailed lesson description submitted.</p> <p><u>VISIT #2</u></p> <p>Student worked one on one with tutor on language arts. Tutor led lesson on capitalization and began by discussing when it is appropriate to capitalize (i.e. salutations, greetings, names, etc.) and differentiating when capitalization is not necessary. The student was then asked to read sentences on a worksheet and determine which words should be capitalized. The tutor reviewed the student’s answers and then provided additional exercises for the student to work on skill building on this concept. Observed lesson matches original description in provider application.</p>

			<p><u>VISIT #3</u></p> <p>Tutors provided instruction based on the lesson plan that was provided. Student began by spelling & repeating words and then using words in sentences. Student then created a story using vocabulary words. Tutors provided strategies for helping the student spell words that were difficult and required student to look words up in the dictionary if they were not understood. A multi-sensory approach was used (verbal, auditory, kinesthetic), as described in original application. Tutors checked comprehension by requiring the student to use unfamiliar words in multiple sentences.</p>
Instruction is clear	X		<p><u>VISIT #1</u></p> <p>For the most part, tutors adequately provided directions to students when/if they asked for assistance. However, tutors were not observed to be leading any lessons or providing instruction for intensive group work as described in the detailed lesson description. In addition, two students working on their homework never received instruction or direction from tutors (although they were redirected when they were off task).</p> <p><u>VISIT #2</u></p> <p>Tutor provided clear directions that the student was able to understand. Tutor periodically asked student questions to indicate student's level of comprehension.</p> <p><u>VISIT #3</u></p> <p>Tutors were familiar with the lesson plan and followed its steps. Student understood what was expected and was able to follow instructions given. Tutors provided strategies to help student understand when a word was unfamiliar.</p>
Time on task is appropriate	X		<p><u>VISIT #1</u></p> <p>Students generally stayed on task. Tutors were able to redirect students who were off task instead of working independently on their assignments.</p> <p><u>VISIT #2</u></p> <p>The student was engaged in the lesson and stayed on task.</p> <p><u>VISIT #3</u></p> <p>Student remained on task and tutors worked to keep student engaged.</p>
Instructor is appropriately knowledgeable	X		<p><u>VISIT #1</u></p> <p>One tutor worked directly with students when they requested assistance while the other tutor worked with one student the entire session. Tutors appeared knowledgeable in assisting students in need of additional guidance. For example, one tutor provided a visual demonstration to a student by creating a number diagram on paper to assist the student in understanding the difference between odd and even numbers.</p> <p><u>VISIT #2</u></p> <p>Tutor was able to appropriately clarify instructions and also provided several examples of words to which the student might have difficulty applying capitalization rules.</p>

			<p><u>VISIT #3</u></p> <p>Instructors were familiar with the lesson plan and the lesson plan was strictly followed. Instructors used several strategies to ensure that the student understood difficult words.</p>
			<p><u>VISIT #1</u></p> <p>Application notes that the ratio will be 6:1 and that instruction will be one-on-one or in small groups. A 4-3:1 ratio and small group instruction were observed.</p> <p><u>VISIT #2</u></p> <p>Application notes that the ratio will be 6:1 and that instruction will be one-on-one or in small groups. A 1:1 ratio was observed.</p> <p><u>VISIT #3</u></p> <p>Less than that described in the original application.</p>
Student/instructor ratio: <u>4-1:1</u>	X		

On-site Monitoring Visit Rubric
COMPLIANCE Components

NAME OF PROVIDER: John H. Boner
REVIEWER: ST, MC

DATE DOCUMENTATION RECEIVED: 2-2-07

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	-Criminal background checks were submitted; however, some checks were not completed prior to tutors working with students		X
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	-Health & Safety plan -Student release policy -Transportation agreement	X	
Financial viability	TWO of the following: -Notarized business license or formal documentation of legal status -Audited financial statements -Tax return for the past two years	-Audited financial statements -Tax returns for past 2 years	X	